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17. ABSTRACT (MAX. 250 WORDS)

Non-English speaking students are helped to develop a sufficient command of English which will enable them to participate in the regular school program at their grade level. These pupils are classified into three categories and are assigned to orientation classes on the basis of their command of English. A team of one certified teacher and two Cuban refugee teacher aides is assigned to two classes with a total of sixty pupils. Except for Spanish classes, all instruction is given in English. Details are given about initial grade placement, scheduling, textbooks, standards, credits, grouping, types of programs, the mechanics of report card grading and progress reports, school organization, guidance, library services, evaluation, promotion, and guidelines for the classification and reclassification of non-English speaking pupils for English proficiency.

Audiolingual teaching techniques and special materials are used to teach English. The textbooks used teach the basic features of English pronunciation and grammar through practice. In each unit of the books, listening-speaking activities are followed by the reading and writing of the same patterns. Vocabulary is practiced orally. Supplementary teaching materials are suggested. Teaching qualifications and responsibilities of the teachers and aides are listed. All orientation teachers attend inservice training programs.

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# Planning for.....

# NON-ENGLISH-SPEAKING PUPILS

## BULLETIN 1-C

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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DADE COUNTY PUBLIC SCHOOLS MIAMI FLORIDA

# PLANNING FOR

# NON-ENGLISH SPEAKING

# PUPILS

Revised
Bulletin 1-C

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Dade County Public Schools
Miami, Florida

1963

ED002529

Dr. Pauline Rojas

## FOREWORD

The material in this revised Bulletin 1-C is a compilation of the various official directives issued between October 1961 and May 1963 combined with those portions of the original Bulletin 1-C which were considered still applicable. It summarizes official policy on the education of non-English speaking pupils as it has developed during these five years.

The official directives from which most of the material in this bulletin derives were largely the work of the personnel of the Bilingual Education Office, Mr. Paul W. Bell and Dr. Pauline M. Rojas. In reorganizing the original directives into the present form, the Bilingual Education Office was assisted by Mr. Ralph Hall and Mr. Ralph Robinett.

Because conditions will change in the future as they have in the past, adjustments will have to be made to adapt these basic policies to changing individual situations, but it is hoped that this bulletin will provide the necessary guidelines for the continued development of an adequate bilingual program.

Joe Hall
Superintendent

TABLE OF CONTENTS


| | | Page |
|---|---|---|
| **I. GUIDING PRINCIPLES** | | |
| 1.1 | Educational Needs | 1 |
| 1.2 | Educational Goals | 1 |
| 1.3 | Expected Progress | 2 |
| **II. ADMINISTRATION** | | |
| 2.1 | Assignment to Orientation Classes | 2 |
| 2.2 | Classification of Non-English Speaking Pupils | 2 |
| 2.3 | Basic Formula | 3 |
| 2.4 | Initial Grade Placement | 3 |
| 2.5 | Scheduling | 4 |
| 2.6 | Language of Instruction | 5 |
| 2.7 | Official Textbooks | 5 |
| 2.8 | Standards | 5 |
| 2.9 | Credits | 5 |
| 2.10 | Pupil Progress Insert | 5 |
| 2.11 | Grouping | 7 |
| 2.12 | Programs | 9 |
| 2.13 | Organization | 9 |
| 2.14 | Guidance | 10 |
| 2.15 | Library Services | 10 |
| 2.16 | Evaluation | 10 |
| 2.17 | Promoting and Grading | 10 |
| 2.18 | Report Cards | 11 |
| 2.19 | Spanish S | 14 |
| 2.20 | Guidelines for the Classification and Reclassification of Non-English Speaking Pupils for English S.L. | 15 |
| 2.21 | Citizenship | 20 |
| **III. TEACHING** | | |
| 3.1 | Teaching Qualifications | 20 |
| 3.2 | Responsibilities | 21 |
| 3.3 | In-Service Education | 21 |
| 3.4 | Methods | 21 |
| 3.5 | Tentative Guidelines for the Teaching of English as a Second Language | 22 |

# PLANNING FOR NON-ENGLISH SPEAKING PUPILS

## I. GUIDING PRINCIPLES

### 1.1 Educational Needs

Many pupils attending the Dade County Public Schools speak little or no English. Because these pupils have educational needs which are quite different from those of native English speaking pupils, it is important that their needs be recognized and that the necessary provisions be made for meeting them. A genuine concern for the welfare, growth, and adjustment of children whose native language is not English by all those who work with them is requisite to effective teaching and learning. The challenge of making adequate educational provision for non-English speaking children demands an informed and understanding attitude toward language and cultural differences and a readiness to accept the challenge of meeting their educational needs.

### 1.2 Educational Goals

The educational goals for non-English speaking pupils are not the same as those for English speaking pupils. The first academic need of non-English speaking children is the ability to communicate in English. Consequently, the major emphasis in the beginning is to be placed on their learning the language. The primary objective at this time is their development of a sufficient command of English to enable them to participate fully in the regular school program at their particular grade level.

Until they have gained some competence in the use of English, they should not be held responsible for content in areas such as science and social studies, which presuppose this competence. They can, however, with a limited command of English be expected to achieve a satisfactory degree of success in subjects such as mathematics, art, music, physical education, home economics, and shop in which demonstration can substitute for verbal explanation and evaluation can be made through performance rather than verbalization.

### 1.3 Expected Progress

It is assumed that pupils entering our schools with little or no English will normally require between one and two years to learn English well enough to do the regular work of the grade in which they belong. Only those who enter very young can be expected to learn to speak English without an accent and without some of the errors characteristic of foreign speakers. In general, non-English speaking pupils will present the same range of academic and emotional problems as North American children.

## II. ADMINISTRATION

### 2.1 Assignment to Orientation Classes

Non-English speaking pupils are to be assigned to orientation classes solely on the basis of their command of English. Bilingual pupils who are non-readers or otherwise academically retarded but who can communicate satisfactorily in English should be assigned to regular classes. Their reading and other academic problems should be handled in the same manner as those of all other pupils with similar problems.

### 2.2 Classification of Non-English Speaking Pupils

All non-English speaking pupils, elementary and secondary, are to be classified into three categories as follows:

a. Independent--Pupils who communicate in English as well or almost as well as native speakers, although they still have some traces of foreign accent in their speech. These are pupils who have normally been in an American school for two years or more or who have attended a bilingual school in their native country. They can be expected to read a little more slowly than American pupils and in writing and speaking to make some of the mistakes in English characterictic of persons of their foreign language background. They can, however, work in regular classes and should be assigned whenever possible to classes with American pupils. In secondary schools independent pupils may be scheduled into one period English S. L. classes in order that their special language needs can be met more adequately.

b. Intermediate--Pupils who understand a great deal of English but who still need special attention given to their language difficulties are to be classified as intermediates. These pupils are to be offered English as a second language for approximately two hours a day, the first hour to be devoted to oral drill and

the second to reading and writing of the material which has been practiced orally. Textbooks of the Fries American English Series appropriate to the age-grade and language level of the pupils will be used from third grade through twelfth. For first and second grade pupils, teachers will make appropriate adaptations from the Fries Series.

c. Non-Independent--Pupils who are seriously handicapped in their command of English are to be classified as non-independents. They are to be offered approximately three hours a day of English as a second language. One period will be devoted to oral drill, one to reading and writing of the material practiced orally and one to receptive reading. Pupils in third grade and above will use the textbooks of the Fries American English Series appropriate to their age-grade and language levels. First and second grade pupils will be given abundant oral practice of material adopted from the Fries Series Teachers' Guide One and Two and from the curriculum offered to English speaking pupils.

In schools which have too small a percentage of non-English speaking pupils to have an organized program, the responsibility for orienting these pupils and teaching them English rests with the classroom teacher, but special instruction for those knowing little or no English should be provided for one hour each day.

## 2.3 Basic Formula

A team of one certified teacher and two Cuban refugee teacher aides are to be assigned to two classes totalling approximately sixty pupils classified as non-independents and intermediates. The certified teacher is to be considered the teacher of the sixty pupils. The aides will work under the supervision of the certified teacher who will divide his or her time between the two classrooms. The oral drill class shall be the responsibility of the certified teacher. Teacher formula allocation is the responsibility of the director.

In schools where there are not enough non-English speaking pupils to organize under the basic formula, it is recommended that these pupils be distributed through the regular classes and provided with special help at some time during the school day.

## 2.4 Initial Grade Placement

The principal is the person who has the final responsibility for approving the grade placement of non-English speaking pupils. The principal or registrar of each school should review the pupil's

records and attempt to establish his previous grade level in his native country as well as the corresponding American grade level. The registrars at Coral Gables High School, Miami Senior High School, and Miami Jackson High School can be of considerable assistance to other registrars who may need help in determining final grade placements. A resource for establishing corresponding grade levels is Educational Systems of the World by Martenna Tenny Sasvelt, University of Southern California Press.

If the records are not available from the pupil, the registrar should write to the last school attended and request the records. The pupil's immigration papers should not be withheld under any circumstances. The basic criteria for initial grade placement should be age, maturity, and the records available. Ordinarily, pupils over 13 years of age should not be assigned to elementary schools and pupils over 16 years of age should not be assigned to junior high schools. Students over 16 years of age whose needs cannot be met by a senior high school program should be counselled into adult education classes.

Spanish speaking pupils who have completed preprimary (or kindergarten, and know how to read and write Spanish do not ordinarily belong in first grade. They normally belong in a non-independent second grade, but they should be placed in first grade until their reading ability in Spanish is ascertained.

In junior and senior high schools non-independent and intermediate pupils should be so scheduled that transfer from one level to the other can be easily effected in order to maintain homogeneity in the English language classes.

Non-English speaking pupils should be placed in homerooms with regular pupils.

An effort should be made to avoid the creation of combination classes on the lower primary level. However, a second and third grade combination would be more desirable than a first and second grade combination. In other grades the language level of the pupils is a more important consideration than grade level.

2.5 Scheduling

Non-independent and intermediate pupils are not to be scheduled into regular English classes. English S. L. classes are to substitute for language arts in elementary schools and for English in secondary schools. In addition to English S.L., non-independent and intermediate pupils should be scheduled into regular classes in subjects in which they can achieve a reasonable measure of success.

These other subjects will normally include such subjects as arithmetic or mathematics, physical education, art, music, home economics, industrial arts, typing, and Spanish S. Intermediate pupils may also be scheduled into science, social studies, or any other subject appropriate to their skill in English.

**2.6 Language of Instruction**

All instruction is to be given in English with the single exception of the Spanish S classes. Arithmetic or mathematics classes may be taught by a certified teacher or a Cuban aide but always in English.

**2.7 Official Textbooks**

The official textbooks for the classes in English as a second language are the books of the Fries American English Series with the accompanying teachers' guides.

Ordinarily, Books I and II are the appropriate books for grades three, four, five, and six of the elementary school; Books III and IV, for the junior high school; and Books V and VI for the senior high school. However, Books I and II may be used with some beginning groups in both junior and senior high schools.

**2.8 Standards**

To receive credit in the regular instructional program, all pupils must meet the normal subject area achievement standards including the class time attendance regulation (see Bulletin No. 1, Revised, January 1962). Under no circumstances are the achievement standards to be down-graded in classes for independent or North American pupils.

**2.9 Credits**

Credit in English as a second language meets the English credit requirement toward graduation.

If a pupil enters Dade County Public Schools without any previous record of his school work, a notation is to be made of this fact on the cumulative guidance records. All credits recorded on the cumulative guidance record are to be limited to those credits actually earned in the Dade County Public Schools.

**2.10 Pupil Progress Insert**

When pupils classified as non-independents and intermediates transfer or terminate a school year, a record of their progress in learning English is to be filled out by the teacher and attached to their cumulative records. Forms like the following sample are available in the Textbook Department.

PUPIL PROGRESS INSERT

FOR

PUPILS TAKING ENGLISH AS A SECOND LANGUAGE

School_____

Pupil's
Name_____
(last) (first) (middle initial)

Length of Residence
in the United States_____years_____ months

Progress in Fries American English Series:

Book_____

Unit Completed _____

Language Level:

Independent _____

Intermediate _____

Non-Independent _____

Classified by _____ Date _____

Form #243

## 2.11 Grouping

Non-English speaking pupils are to be grouped on the basis of the information to be found on the Pupil Progress Insert attached to their cumulative records and in accordance with the procedures outlined.

These pupils may be grouped across grades in non-independent and intermediate classes in English S. L. in order to keep those with a similar level of language competency together.

In junior and senior high schools in order to facilitate flexibility for this type of scheduling, it is recommended that wherever possible non-independent pupils be scheduled for English S. L. in a three-hour block and intermediate pupils be scheduled at the same time in a two-hour block. This arrangement makes it possible for pupils to be moved from one classification to the other without disrupting other groups. Evaluation of pupils' progress for purposes of reclassification should be made at the end of each grading period.

A sample organization plan for secondary schools is found on the following page.

## SAMPLE ORGANIZATION FOR SECONDARY SCHOOLS

| | Period | Classroom I | Classroom II | Period | |
|---|---|---|---|---|---|
| Non-Independent Language Block I (30 non-independent pupils) | I | Cuban aide I<br>N.A. teacher<br>(Oral Drill) | Cuban aide II<br>(Planning) | I | |
| | II | Cuban aide I<br>(Reading and writing follow-up) | Cuban aide II<br>N.A. teacher<br>(Oral Drill) | II | Intermediate Language Block II (30 intermediate pupils) |
| | III | Cuban aide I<br>N.A. teacher<br>(Receptive* Level Reading) | Cuban aide II<br>(Reading and writing follow-up) | III | |
| | IV | Cuban aide I<br>(Planning) | Cuban aide II<br>N.A. teacher<br>(Oral Drill) | IV | Non-independent Language Block IV (30 non-independent pupils) |
| Intermediate Language Block III (30 intermediate pupils) | V | Cuban aide I<br>N.A. teacher<br>(Oral Drill) | Cuban aide II<br>(Reading and writing follow-up) | V | |
| | VI | Cuban aide I<br>(Reading and writing follow-up) | Cuban aide II<br>(Receptive Level Reading) | VI | |

*The planning period for the North American teacher could be a split period, the second half of periods II and VI, or it could be during period III one day and during period VI the next, alternating between these periods throughout the week.

## 2.12 Programs

### a. Pupils Classified as Independents

Independent pupils should be offered the full curriculum without modification. Whenever justified by pupil enrollment, Spanish S should be made available to these pupils. They should not be involved in FLES or other Spanish classes for English speaking pupils.

### b. Pupils Classified as Intermediates

All pupils classified as intermediates are to have two hours of English S. L. each day, one hour to be devoted to oral drill with the certified teacher and one hour to reading and writing follow-up under the Cuban aide.

During the rest of the school day the intermediates should be offered content subjects as close to grade level as possible with English S. L. substituting for the language arts program. They should also have Spanish S as part of their program.

### c. Pupils Classified as Non-independents

All pupils classified as non-independents should have three hours of special English instruction each day--one of oral drill, one of reading and writing of the material practiced orally in the drill period, and one of receptive reading.

The rest of the day they should be offered arithmetic or mathematics, art, music, physical education, and any other subjects in which their limited command of English will permit them to achieve success. They should also be offered Spanish S. The three hours of English substitutes for the language arts program in the elementary school and for English in junior and senior high school.

## 2.13 Organization

In general, non-English speaking pupils should be assigned to classes with their age-groups. However, consideration should be given to their social, emotional, and physical maturity. Decisions regarding school organization are to be made by the principal with the approval of the director.

## 2.14 Guidance

In junior and senior high schools, guidance personnel should be assigned to non-English speaking pupils at least to the extent of the amount of guidance time allotted to the schools for these pupils.

It is recommended that small meetings of parents and guidance personnel be scheduled to help orient the parents and to seek their help and cooperation.

## 2.15 Library Services

Dictionaries and reference books in Spanish should be provided in schools with large concentrations of Spanish speaking pupils. Other Spanish reading materials should also be provided, all Spanish language materials to be selected with the advice of the library supervisors. In elementary schools, non-English speaking pupils should be regularly scheduled for a library period.

## 2.16 Evaluation

Non-English speaking pupils classified as non-independent and intermediate are to be excluded from the regular standardized testing program. Those classified as independent will take the standardized tests.

## 2.17 Promoting and Grading

The factors which influence the decision for promotion or retention of the North American pupils should be the criteria for the promotion or retention of bilingual pupils.

Bilingual pupils should be graded on the basis of the curriculum which has been offered them. In the elementary school English S. L. substitutes for the language arts and is graded accordingly. In junior and senior high schools English S. L. substitutes for the English offered to English speaking students. (Pupils enrolled in English S. L. will receive one grade in English even though they may spend two or three hours on English every day).

In general, pupils classified as non-independents and intermediates should not be made to repeat a year in elementary school or junior high school because of language handicap. However, the following factors should be taken into consideration:

a. Age-grade relationship

b. The level of arithmetic skills

c. General progress in learning English as a second language

It should be pointed out that progress in learning English as a second language does not refer to a pre-determined level of mastery of English, but to the pupil's progress in mastering the content of the English classes being offered to him. A pupil in the 6th grade who spent a full year classified as a non-independent could be normally expected to be promoted to the 7th grade as a non-independent. In any case, the evaluation of all of the factors mentioned above should be heavily weighed toward promotion.

If a child classified as non-independent at the beginning of the year achieves sufficient mastery of English to be reclassified as intermediate by the end of the year, he should be promoted even though he will not have covered the content areas offered to regular classes. Pupils classified as intermediate during one year may be promoted with an intermediate classification for the next year.

It is important that intermediate pupils gradually acquire and master the language arts skills and number skills in English so that they may be reclassified as independent pupils as soon as possible.

Third grade pupils who are reclassified as independent pupils and are promoted to the fourth grade should be given the opportunity to acquire the skills required of fourth grade pupils. Since the emphasis for children with a language handicap is to be placed on the acquisition of English rather than on the content areas, recently reclassified bilingual pupils can be expected to require some time to catch up in the content areas and become adjusted to a new situation.

2.18 Report Cards--Elementary School

(a)

All grades for non-independent and intermediate pupils should reflect the pupils' progress in terms of the instructional program being provided for these pupils and not in terms of the curriculum offered to native North American pupils.

Physical education, art, and music should be graded in accordance with grade level standards, but evaluation should be made on the basis of performance.

Spanish speaking children should not be graded in conversational Spanish.

Grades in the content areas, spelling, social studies, health, and science should be given only after the pupil's proficiency in English permits the introduction of these subjects.

Arithmetic is to be graded on grade level standards

a. First Grade (See Administrators' Handbook, pp. 410-411).

The grade in reading should reflect the pupil's progress in reading the materials he has mastered orally.

The grade in English should reflect the pupil's progress in mastery of spoken English.

Since major emphasis in the first grade should be placed on oral English, reading, and arithmetic, grades in the content areas of health, science, and social studies should be given only after the pupil's proficiency in English permits the introduction of these subjects.

b. Second Grade

Reading grades should be given in terms of the reading program being offered and not in terms of grade level standards for American children. For the non-independent or intermediate pupil this should mean that he will be graded on the basis of his ability to read material that he has thoroughly practiced orally.

The grade in English will reflect the child's progress in oral English. The grade in writing will reflect the child's progress in writing that which he has practiced orally as well as his development in handwriting skills. This is not to be interpreted as a combination grade in handwriting and composition, since creative composition is not expected at this level.

Second grade non-English speaking pupils who can read and write in their native tongue, and are in mixed classes with third grade non-independent pupils will be graded in English (oral English) and reading on the basis of their progress in mastering materials from the lessons of the Fries American English Series. Their grade in writing will be based on their progress in writing exercises suitable for them from the Fries Series and their development in handwriting skills. Their grades in the content areas should be given in accordance with their progress in the curriculum offered them.

c. Third, Fourth, Fifth, and Sixth Grades

The pupil's progress in the subjects listed on the report cards for these grades should be evaluated on the following basis:

(1) Reading--Progress in reading activities provided in the books of the Fries American English Series and progress in receptive reading activities.

(2) English--Progress in the oral drill exercises in the books of the Fries American English Series and progress in spoken conversational English.

(3) Spelling--If a grade in spelling is given, it should be based on dictation of words in context taken from materials presented in the written exercises in the books of the Fries Series.

(4) Writing--Progress in written exercises in the books of the Fries Series and handwriting skills.

(5) Social Studies--Grades should be given only after the pupil's proficiency in English permits the introduction of this subject.

(6) Health--Grades should be given only after the pupil's proficiency in English permits the introduction of this subject.

(7) Physical Education--Same basis as pupils in regular classes, but tests should be based on performance.

(8) Arithmetic--Same basis as pupils in regular classes.

(9) Science--Grades should be given only after the pupil's mastery of English permits the introduction of this subject.

(10) Art--Same basis as pupils in regular classes with evaluation based on performance.

(11) Music--Same basis as pupils in regular classes with evaluation based on performance.

(12) Conversational Spanish--Spanish S (Spanish for Spanish speaking pupils) substitutes for conversational Spanish.

d. Teacher Recommendation for Improvement
(Comments on back of report card)

As this section is to be filled out in English, it is suggested that, when desirable, a translation of pertinent information be made and attached on a separate sheet for the benefit of parents unable to read English. In this section, the child's classification as non-independent or intermediate from grading period to grading period should be indicated.

Announcements and communications to parents of non-English speaking pupils should be written in both English and the parent's native language.

2.18 Report Cards--Secondary School
(b)

Grades and credits in English S. L. substitute for grades and credits in English, and grades and credits in Spanish S for Spanish. Grades in other subjects are to be assigned in terms of the curriculum offered.

2.19 Spanish S

a. Programs

Beginning in grade three, the Cuban aide shall teach a Spanish class for Spanish speaking pupils, emphasizing reading and writing in Spanish on the level of the pupils' capabilities in that language.

b. Credits

Credit in Spanish S is equivalent to the credit given to North American pupils in the FLES and radio program in the elementary school, and in the Spanish classes offered to native English speaking pupils in the secondary school.

c. Classification of Spanish speaking pupils for Spanish S classes

Pupils who speak Spanish as their native language should not be placed in FLES or other Spanish classes designed for English speaking pupils. Pupils in Spanish S classes should be sectioned in accordance with their skills in that language.

A wide range of competency in Spanish will be found among Spanish speaking pupils. Those who have had all of their schooling in English will probably read and write Spanish very poorly, if at all. These will be the children who began in Dade County in the first grade and learn to read and write English only. A second group will be pupils who had some of their education in Spanish but have been away from Spanish for varying lengths of time. Their competency in Spanish will depend upon the years of schooling they had in Spanish, the length of time they have been out of school, mastery in Spanish language arts, their native intelligence, emotional adjustment, etc.

Experimental Spanish reading and language tests are available for use in evaluating the proficiency in Spanish of these pupils. It is suggested that these be used for sectioning purposes.

It can generally be assumed that pupils who can read satisfactorily in Spanish but are retarded readers in English have a language handicap.

## 2.20 Guidelines for the Classification and Reclassification of Non-English Speaking Pupils for English S. L.

Non-English speaking pupils are to be reclassified periodically in accordance with the progress they make in learning English. Reclassification should normally take place at the end of each grading period.

Responsibility for the classification and reclassification of non-English speaking pupils is shared by the principal, orientation teachers, and guidance personnel. The orientation teacher is in the best position to judge the pupils' competency in English. The responsibility for initiating procedures for their reclassification lies with the orientation teacher.

There is no infallible way to evaluate the language proficiency of non-native speakers of English. However, the following suggestions may be helpful. Whatever means are used, it is well to keep in mind that the only factor of concern is the pupil's mastery of English. Academic, motivational, and emotional factors should not be allowed to influence the evaluation of the pupil's language abilities.

a. The oral interview

The interviewer should begin by putting the pupil at ease by carrying most of the conversation. A pupil who is tense and nervous will be inhibited in understanding and speaking. For this reason an informal conversation in the cafeteria or on the playground is often perferable to a formal interview. The principal's office for obvious reasons is not a good place for an interview under any circumstances. If a more formal and comprehensive test is desired, it might be administered by a team, one of which would interview while the other evaluated. Studies have indicated that group judgment is usually superior to individual judgment.

Shy Cuban children like other shy children, may take a long time to begin to relate to the interviewer. With these children an interview centered around a carefully selected picture often helps break down the psychological barrier.

The interviewer should talk with the pupil about things that interest the pupil (his family, home in Cuba, sports, movies, etc.)

Vary the length of the questions asked in the interview. A question such as "Is that man your father?" is much easier to understand than "Is the man I saw waiting for you in front of the school your father?"

Observe the length and nature of the answers given by the pupil. Such answers as "Yep", "Nope", etc., probably indicate adequate control of English. "He don't" and other such expressions commonly used by native English speaking persons would also indicate that the pupil is proficient in the kind of English he hears spoken around him. Only errors which derive from his native Spanish such as "I have ten years."; "I no have pencil."; etc. should be charged against him. Fluency and normal intonation are more important than "accent". Pupils who speak with an accent should not be held back in the expectation that with more English S. L. the accent will disappear. In all probability, the older pupils will never speak English entirely free from accent.

## SAMPLE QUESTIONS FOR AN ORAL INTERVIEW

**After the pupil has been put at ease ask him questions such as the following:**

1. **How old are you, (name) ?**
2. **(name), where were you born?**
3. **How long have you lived in the United States ?**
4. **Do you live near here? What street do you live on?[1]**
5. **Do you have any brothers and sisters? How Many? Who's the oldest? How old is he/she?**
6. **What are some of the things you do every day?**
7. **What did you do last Saturday?**
8. **What are you going to do after school today?**
9. **Where did you go to school in Cuba?**
10. **Tell me all about your school in Cuba.**
11. **What subject in school do you have the most trouble with? Why?**
12. **What are you going to do when you finish school?**
13. **Would you like to go somewhere else to live? Why? Why not?**
14. **What did you used to do on weekends in Cuba?**

**Note: The pupil should be directed to ask the interviewer or another pupil the same kind of questions which he has been asked.**

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[1] "What's your address?" would be a more difficult question.

**Suggested procedure for an oral interview centered around a carefully selected picture. (For example: A Saturday Evening Post cover or a large color picture in a book.**

**Select a picture with enough detail to provide for a variety of questions and responses, but in the case of younger children not so detailed that it would be confusing.**

**Ask questions beginning as follows:**

1. **Is/Are ..... ing?**
2. **Does he/she/it ..... ?**
3. **What's the..... ?**
4. **Where are the ..... ?**
5. **What's the..... doing?**
6. **Why/What/Where does the ..... ?**
7. **Why/What/Where did the ..... ?**
8. **How many .....?**
9. **How is the..... ing?**
10. **Would you like to ..... ?**
11. **Is he going to ..... ?**
12. **Was/Were the..... ?**
13. **Did the ..... ?**
14. **Have you ever ..... ?**
15. **Who gave the..... ?**
16. **What kind of a ..... is it?**
17. **Which is..... er?**
18. **Is the ..... who is ..... the ..... or the ..... ?**

b. Evaluation through writing
(for pupils who are literate in Spanish)

Ask the older pupil to write a composition in Spanish about a subject that interests him such as some aspect of his life in his own country. A composition in Spanish will reveal a great deal about the pupil's educational background in his own language. In general terms, ability in Spanish will indicate potential ability in English.

To find out whether first and second grade pupils know how to read and write Spanish, ask them to write their names and read a few short sentences written in Spanish. The Cuban aide will be helpful in evaluating the individual pupil's degree of literacy in Spanish.

Dictate a short selection in English. The pupil's ability to write from dictation will reveal a great deal about his command of English. Before you dictate the selection read it aloud explaining it as you go along.

c. Testing

(1) Language

Experimental English language proficiency tests are available from the Bilingual Education Office (337-4311, Extension 457). However, it should be pointed out that these tests cannot be relied upon as the sole means of evaluating a pupil's proficiency in English. The pupil's performance in an oral interview and teacher observation are indispensible factors in adequate evaluation.

(2) Reading

When other measures have not been sufficiently conclusive, give a reading test such as the Gates Reading Survey to the pupils whose classification is in doubt. Tests of this type will identify those pupils who are definitely ready to be classified as independent. However, these tests will not differentiate between pupils who have a language problem and those who are retarded in reading. Pupils who can speak English fluently but who cannot read are to be classified as independent and given whatever attention is normally given to retarded readers. For further information regarding the use of the Gates Reading Survey call the Bilingual Education Office.

d. In classifying first and second grade children the following points should be considered:

A non-English speaking child who has never been in school belongs in a non-independent first grade. He will have two major instructional goals, first learning to speak English and second learning to read and write English.

A non-English speaking, newly-arrived child who can read and write Spanish should normally be assigned to a non-independent second grade. The primary instructional goal of this child is to learn English. After he has learned to speak English, he will easily learn to read English, having already learned to read Spanish. All children should be assigned to the group which best serves their instructional needs and capabilities.

First grade pupils who know no English at the beginning of the year and do not know how to read and write Spanish will not usually reach the same level of achievement in English reading as English speaking pupils by the end of the year. They should normally be promoted to an intermediate second grade and should continue to receive special attention in oral English and English reading.

Second grade pupils who know no English at the beginning of the second year, but know how to read and write Spanish will normally achieve at least intermediate status by the end of the year. Some can be expected to have achieved independent status.

### 2.21 Citizenship

Non-English speaking pupils may or may not be citizens. When they are not citizens the policies governing foreign students outlined in the Administrator's Handbook Chapter 10 should be followed by all schools.

## III. TEACHING

### 2.1 Teaching Qualifications

Bilingualism is not a necessary qualification for orientation teachers, but some knowledge of Spanish is helpful in teaching English as a second language and in orienting the non-English speaking pupils to their new enviroment. Training in linguistics and the teaching of English as a second language is much more important.

It is essential that the oral drill lessons be taught by native English speaking teachers or by persons with a nearly perfect command of the language. Cuban teacher aides should be competent speakers of English and experienced teachers.

### 3.2 Responsibilities

a. North American teachers

Teachers of English to non-English speaking pupils, although called orientation teachers, are primarily teachers of English as a second language. Their first responsibility is teaching English. They are also responsible for making recommendations to principals and guidance personnel regarding classification and reclassification of the pupils in their classes to the end that pupils will not be unnecessarily retained in a lower classification and/or lower grade than their capabilities qualify them for.

b. Cuban teacher aides

Teacher aides in most cases will teach the reading and writing follow-up material in the Fries Series after the North American teacher has given the oral drill. They may also assist in the teaching of receptive reading to non-independent pupils. Those who have appropriate competencies may also be assigned to the teaching of such subject areas as arithmetic and mathematics, art, music, physical education, etc. Spanish S classes will in all cases be taught by Spanish speaking aides or by other native speakers of Spanish. Cuban aides may also be assigned to assist in the teaching of Spanish to North American pupils.

### 3.3 In-Service Education

All orientation teachers are to attend the in-service training programs provided for them. No exceptions are to be made without the advance approval of the appropriate director.

### 3.4 Methods

Non-English speaking pupils will learn English most effectively when audio-lingual teaching techniques and special materials are used. The official textbooks (Fries American English Series) provide sequential language content linguistically based and directions for their use in acceptable drill techniques.

## 3.5 Tentative Guidelines for the Teaching of English as a Second Language

### a. Use of the Fries American English Series

#### (1) Organization

The books of the Fries American English Series are intended for teaching the fundamental features of English pronunciation and grammar through practice. The series consists of six textbooks for pupils and five teacher's guides. The number indicates language level and not grade level. All of the books assume that the pupils who use them will know how to read and write Spanish. The pupils' books are never to be used without the accompanying guides.

The language items to be taught are arranged in a cumulative sequence which builds up step by step if presented in the order in which they appear in the books. In each unit, the oral drill (listening-speaking activities) is followed by reading and writing of the same patterns and vocabulary practiced orally. The pupils are expected to master these items so thoroughly that they will be able to use them spontaneously in speaking, reading, and writing situations.

When these books are to be used for the first time, it is suggested that the teacher read the preface to the guide to Books I and II carefully and then examine all of the guides and pupils' books to see how they are organized. It will be observed that:

(a) Each unit in all of the books provides for practice in listening to, speaking, reading and writing the language items, in that order.

(b) The activities to induce oral practice are described only in the guides.

(c) The purpose of each drill exercise can be identified by the introductory words: "Introduce and give practice----". "Give further practice----". "Give review practice-----".

(d) In giving drill on new material, begin with choral repetition by the entire class then proceed to group and individual response. The various exercises take the pupil from imitation to conscious choice to automatic response. If individual responses are not satisfactory more choral practice is in order.

(e) All of the guides contain an appendix on pronunciation, and beginning with Part One of Book III each unit includes a sequentially organized pronunciation drill section. The guide to Books I and II provide the teacher with useful pronunciation footnotes, and Part Five of the pupil's Books I and II very often contains a pronunciation exercise.

(f) Part One in the pupils' Books I and II is not intended to be used as a substitute for the oral dirll described in the teacher's guide under listening-speaking activities.

(g) The books are set up in pairs:

1 Books I and II go together (elementary)

2 Books III and IV go together (intermediate)

3 Books V and VI go together (advanced)

(2) Suggested procedures for using the Fries Books

(a) Listening-speaking activities

Listening-speaking practice is oral drill. In dealing with immature learners it is necessary to make the practice as lively, varied, and realistic as possible. The pace sustained is very important. The more practice the pupils get, the more they will learn. Pictures, objects, actions, and references to people and situations the pupils know or know about make the practice meaningful. For teachers to give this kind of drill they must know the material thoroughly and must have at their finger tips a variety of drill techniques. They will find that careful previous planning is essential. The following suggestions on how to proceed are offered for consideration.

1 Study in the teachers' guide the listening-speaking activities of the unit about to be taught.

2 Extract the basic patterns and vocabulary items to be taught in the unit. Then, develop a list of the substitutions called for by the etc. under each sample exercise given in the guide.

3 List the activities to be used to induce class, group, and individual practice.

4 Assemble any visual materials needed for the activities planned.

(b) Remember that the end sought in language drill is habit formation and that habits develop through repetition. When the pupils are focusing their attention on learning the basic elements of the language, they should not be required to engage in problem-solving and other activities appropriate to conceptual learning.

(c) Plan for and prepare sufficient material to keep the class moving at a rapid pace for all of the time allotted to oral drill. Review is good and necessary in its place, but it should not be resorted to as means of using left-over time. Abundant review exercises are incorporated in the material.

(d) Adapt the language content as much as possible to the real-life situation of the pupils. Whenever possible real names and situations should be substituted for the fictitious ones which appear in the books. The more meaning the pupil can attach to the context, the more vivid and lasting the impression will be.

(e) Check any original activities that have been devised to make sure that the pupils will practice what they are supposed to be practicing. If, for example, the pupils are supposed to be practicing a question, set up an activity in which the situation will force the pupils to ask the question rather than one in which the teacher asks the questions.

(f) Make sure that pronunciation and intonation are accurate when the model for the class to imitate is set. Even native speakers of English who would rarely in a real-life situation say anything with the wrong intonation, may distort the pattern in a classroom situation.

(g) Be sure that practice has been given on the responses which the pupils are to make. In other words, pupils should not be expected to be able to make responses which they have never had an opportunity to practice. Hearing the teacher may not be enough to enable them to respond with the right words and with the right pronunciation and intonation.

(h) When a pattern is set to be practiced, it should be spoken at the normal rate of conversational speech. When the rate is slowed down, the characteristic pronunciation and intonation of the spoken language is destroyed. The pupils should practice English in the classroom as they will hear it outside.

(i) Teach the short forms (contractions) as indicated in the text. Use the unstressed the and a when setting the model for oral drill.

(j) Drill on any one pattern only as long as learning is taking place. When the pupils begin to show evidence of no improvement, the teacher should go on to something else, even though further drill may have to be given on the same item at a later date.

(k) Be sure to set the model each time the pupil or pupils need it to be provided for them. When a pupil makes a mistake, say the correct response and ask him to repeat before going on. Avoid repeating the pupil's mistake before supplying the correct form.

(l) Teachers must be alert to the pupils' mistakes in pronunciation, intonation, and grammar and have the pupils repeat as often as necessary. Responses which contain the right words but have mistakes in pronunciation and intonation should not be accepted.

(m) Give help immediately when needed and allow pupils to help each other. Time spent trying to pull out of a pupil a response which he obviously hasn't mastered is so much time lost for practicing.

(n) Make as few grammatical explanations as possible. Use situations to illustrate the points of grammar which are being taught. The time spent talking about the language can usually be used more advantageously giving practice.

(o) Keep the class lively and interesting. When interest begins to lag, change the activity.

(p) Make the oral drill as "conversational" as possible. Communicate with the class with feeling and meaning. The teacher's interest in the pupils is vital.

(3) Productive-level reading (for reinforcing the oral practice)

After the pupils have practiced orally the syntactical patterns and vocabulary presented in a given unit, they are given an opportunity to read them but in a different context. The listening-speaking practice is centered around the pupils' daily-life experiences at home, in the community, and at school. The content of the reading material deals with varying aspects of life in the United States.

Reading selections are found in Part Two, Part Four, and Part Five of Books I and II and Part Three of Books III, IV, V, and VI. In teaching Books I and II to younger children who may need additional reading practice, it is sometimes useful to prepare charts which use the vocabulary and syntactical patterns that have already been practiced orally during the oral drill period.

Reading instruction of this kind is called productive-level reading because the material to be read is usually heavily loaded with patterns and vocabulary which the pupils have practiced orally and which they are expected to know how to use spontaneously in speaking and writing.

Suggestions for procedures which may be used in providing the pupils with this kind of reading practice are as follows:

(a) In using Books I and II read aloud the entire reading selection while the class listens. Then read it sentence by sentence having the class read each sentence aloud in unison. Have individual sentences reread when necessary. Finally, have individual pupils read. Usually one child should not be called upon to read the whole selection. The rest of the class will not listen and might derive little benefit if they did.

(b) In using Books III, IV, V, and VI, read certain portions aloud for the class when this oral reading will be of value to them. Material which the book directs the pupils to read as a home assignment should not usually be read in class. If the pupils seem consistently to need oral reading of the whole selection, the book being used is probably too difficult for them.

(c) In Books III, IV, V, and VI, help the pupils develop a purpose for reading a given selection as a home assignment. They should read each selection once at home and at least once in class. The rereading in class is to enable the student to do the written exercises. Too much class time should not be spent in oral discussion of reading selections.

(d) Dramatize reading selections that are in dialogue form. Encourage pupils to memorize their parts. Boys should not be asked to play dialogue roles that belong to girls but girls may take boys' parts.

(4) Writing activities (to reinforce the oral practice)

A variety of writing exercises are found in Parts Three, Four, and Five of Books I and II and Part Three of Books III, IV, V, and VI. These are intended to be used for reinforcing the oral practice and not as tests. The exercises vary in difficulty within each level and from book to book. In general, they are designed to prevent pupils from practicing writing mistakes. Obviously, if they practice mistakes they will learn mistakes. In Books I and II, the exercises involve a great deal of copying and other closely controlled work, but as the books advance in difficulty they contain exercises which give the pupils an opportunity to write more freely.

All pupils should keep their written work in a folder or English notebook.

Suggestions for procedures in giving pupils this kind of writing practice are as follows:

(a) Have pupils do as much of their written work in school under supervision as possible. Require each pupil to correct his own mistakes then and there. The Cuban aide and the better pupils can help see to it that all pupils do their own correcting. This procedure does not apply to tests but only to the regular written work for reinforcing the oral practice.

(b) Provide for individual difference by assigning the more difficult written exercises to the more able pupils.

(c) When necessary, help the pupils do their writing exercises correctly by having them go through the exercise orally before they begin to write. Sometimes it may be advisable to have the class do an exercise together on the blackboard and then copy it. Helping the pupils in this way is equivalent to setting the model for oral practice.

(d) Allow pupils to help each other except on tests. Pupils should not be permitted to flounder around making mistakes. Writing (or speaking or reading) something wrong is as effective for forming wrong habits as correct practice is for forming right habits.

(5) Pronunciation

Pronunciation for pupils and teachers is dealt with in the Fries Series. Beginning with Book III of the pupils' books, each unit contains a special pronunciation drill section. Such intensive attention to pronunciation is omitted from Books I and II since these books were designed for lower grade children who might be confused by symbols, intonation curves, etc. which appear in the upper level books. There are, however, many simpler pronunciation exercises to be found in Part Five of Books I and II. Also the guide to Books I and II contains excellent pronunciation footnotes for the teacher. There is also a pronunciation appendix for teachers in each of the guides.

In examining or using the pronunciation sections, it will be noticed that the sound contrasts are not always presented in minimal pairs. The words used in these exercises, however, are with very few exceptions words that have been previously taught.

Teachers who are native speakers of English know how to use the sound system of the language and can be assumed to be an accurate model for the pupils to imitate. This does not mean that they are consciously aware of the sounds they make and how they make them or that they will understand the nature of the problems their pupils have in trying to imitate them. They will probably not be aware of how well or how badly they are able to imitate the sounds of the pupils' native language when they try to pronounce their names.

It is suggested: 1) that teachers read the appendix on pronunciation of whatever guide they are using; 2) that if they are using the guide to Books I and II, they read the pronunciation footnotes carefully; and 3) if they are using Book III and above that they make sure they follow the directions in the pupils' book and the accompanying guide when giving the pronunciation drills.

(6) Spelling

Spelling as a separate exercise begins in Book IV and is carried through Book VI. In the preceding books, spelling is taken care of through the multiple and varied writing exercises the pupils are required to do. In the pronunciation exercises, the pupils are made aware of the frequent lack of correspondence between the spelling representation and the sound. In the spelling exercises, they are led to discover the regularity in the irregularity of English spelling.

The spelling exercises in Books IV, V, and VI require the pupils to keep a spelling notebook. These exercises can be kept in their regular English notebook.

(7) Handwriting

Non-English speaking first grade pupils who have been taught cursive writing should not be taught manuscript writing.

b. Use of other materials

Materials other than the Fries Series may be used for reading and writing activities which will enable the Spanish speaking pupils to transfer to English the reading study and skill which they have presumably developed in Spanish. These receptive level reading experiences are not related to the reading activities in the developmental reading program provided for English speaking pupils.

The material used will normally be above the speaking level of the pupil. Pupils can be expected to read and understand a great deal that they will be unable to discuss in their own words. If they can do an exercise correctly, it is probably safe to assume that they understand it. At any rate lengthy oral discussion is not advisable from the standpoint of language learning. The teacher gets most of the practice with each individual pupil getting very little chance to talk.

The emphasis in this kind of reading is on the transfer of comprehension skills acquired in Spanish as well as on the acquisition of appropriate study skills. In addition, pupils should be taught how to recognize cognates and false cognates and learn the common prefixes and suffixes of nouns, verbs, adjectives, and adverbs. They should also learn how to use the English dictionary assigned to the grade that they are expected to enter when they are moved into an independent class.

Suitable materials for this kind of reading and writing instruction are "skill-builder" type readers and science, health, and social studies books on a lower grade level than that of the class. The materials are a means to an end. In other words the intent is not to teach the content as such but to help the pupils learn how to read and study in English. The major portion of the class time should be spent in reading and writing rather than on oral discussion. For developing this type of lesson, it is suggested that teachers follow these steps:

(1) Select material from "skill-builder" type readers or social studies, health, or science books somewhat below the grade level of the class.

(2) Study the material with a view to understanding the organization, the main ideas and supporting details, and the "key" words. ("Key" words are words necessary for understanding the main ideas of the lesson. They may not necessarily be the most difficult words in the selection and normally there will not be very many in any one selection).

(3) Decide how to motivate the class to read this selection as a home assignment.

(4) Decide what help the pupils will need that can be given in advance ("key" words, etc.).

(5) Assign the selection to be read as a home assignment helping the pupils to read by giving them the meaning of the most important "key" words in the selection.

(6) Prepare an exercise or exercises which will require the pupils to reread the selection in class. These exercises should require written responses and should oblige the students to read in order to do them. That is, they should be so designed that the pupils cannot answer from memory. Also, they should be set up in such a way that the pupils can find in the selection the exact words they need for the responses. In other words, the pupils should not be asked to give answers which they will have to formulate in their own words. If they know enough English to discuss satisfactorily in their own words, they do not belong in a non-independent class. Since the purpose of these exercises is reading, writing should be kept to a minimum.

(7) After the pupils have read the selection as a home assignment, discuss briefly whatever problem was set for this reading. (This will normally involve only the over-all ideas in the selection). Afterwards ask the pupils to reread in order to do the exercise you have prepared (Topic 6).

(8) Have the pupils check their work with your help, the help of monitors, and Cuban aides.

(9) Record the pupils' scores and from time to time assign a grade on the basis of the relative number of correct responses.